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ABSTRACT

This manual has been developed to assist mentors in working with mentees in a career mentoring program. The manual is divided into four sections. The first section provides information on how to be an effective career mentor. It suggests strategies to make the time mentors spend with mentees meaningful. The second section provides information on adolescent development in order to help mentors learn what to expect from the youth they are mentoring. The workplace is the topic of the third section. The section gives a brief synopsis of work force background information, future work force information, a gender-neutral language chart, and nontraditional and high-wage career information. The final section suggests activities to help mentors get started. A mentor volunteer checklist and a list of 13 references are included in the manual. (KC)

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ED 414 421

Mentor's Manual

A Florida School-to-Work, Gender Equity Initiative

Career Mentoring for Middle- and Junior-High-School Girls

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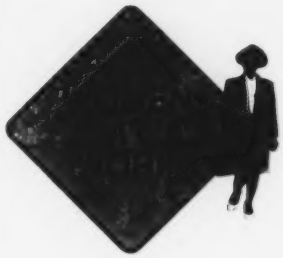

A Florida School-to-Work, Gender Equity Initiative

Career Mentoring for Middle- and Junior-High-School Girls

September 1996

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Sponsored and published by
Florida School-to-Work and Gender Equity

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FLORIDA DEPARTMENT OF EDUCATION
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Commissioner of Education

A Message to the Mentor:

We are pleased to have a mentoring manual that focuses on the benefits of mentoring to young women exploring nontraditional and high-wage careers. The manual is sufficiently concise in deference to your busy schedule, yet it incorporates essential subject matter.

Someday, your mentee will be a breadwinner, possibly a single, head-of-household earner. The innocence of youth may preclude her from confronting the economic realities that will face her later. Nevertheless, your guidance will carry forward and your words will be remembered. **You have the potential to make the greatest, positive difference in her life.**

If your mentee plans to follow you into a nontraditional or high-wage career, you can smooth her way by showing her the benefits of having economic independence and a flexible schedule that accommodates personal and/or family needs. It is essential to explain how these benefits outweigh the unwanted attention of being one of a few women, or the only woman, in a work group. She will learn early how to schedule her educational courses to meet credentialing requirements for her future occupation.

Some friends of mine joke that "Women help men and men help men." **Thank you for being a woman who helps (our future) women.**

Barbara Gershman

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INTRODUCTION

Currently, the "typical" American family (husband as earner, wife as homemaker, and two children) accounts for less than 4 percent of all American families. Statistics sketch a far more complex—and in many ways disturbing—picture of America's workers. Fifty-two percent of mothers with children one year old or younger and 42 percent of mothers in poverty are in the labor force. **In general, women earn $.70 for every dollar men earn**. Of all employed women, 80 percent are nonprofessional workers. Of the 135,000,000 persons projected to enter the labor force in the next several years, 90 percent will be women, minorities, and immigrants.

At the present time, women constitute:

- 9% electrical engineers
- 20% lawyers
- 27% managers/administrators
- 19% doctors
- 21% chemists
- 8% physicists
- 18% architects
- 6% dentists

Obviously, a concentrated effort is needed to redress these inequities, but this effort must be directed at altering the mental construct of young women and the world view as it concerns the world of work.

According to the American Association of University Women's (AAUW) 1992 report *How Schools Shortchange Girls,* women and girls need to play a central role in educational reform. "Experiences, strengths and needs of girls from all races and social classes must be considered in order to provide excellence and equity for all our nation's students" (AAUW report, 1992). Gender equity describes an environment in which girls and boys, women and men make career and job choices on the basis of their abilities and talents, not on stereotypes and biased expectations. "Expectations that certain careers such as construction and engineering are 'for boys' whereas other careers such as nursing and child care are 'for girls' are often unconscious or unspoken" (STW Jump Start Equity Kit, 1995).

The **School-to-Work (STW) Opportunities Act** (Federal Public Law 103-329) was signed into law in May 1994. Gender equity is stressed throughout the act, and opportunities exist for the inclusion of equity and diversity considerations. For example, the intent of the act is ". . . to increase opportunities for minorities, women, and individuals

with disabilities, by enabling individuals to prepare for careers that are not traditional for their race, gender, or disability" (STW Jump Start Equity Kit, 1995).

The **Carl D. Perkins Vocational and Applied Technology Act of 1990** requires states to develop programs with positive action to assist with the elimination of sex bias, sex stereotyping, and sex discrimination. Funds are made available to help school districts and eligible organizations to establish programs **(such as career mentoring for girls)** designed to overcome barriers faced by women and men seeking nontraditional vocational education and to reduce sex stereotyping and sex discrimination.

This manual has been developed with the mentor's needs in mind. It is designed to assist a mentor in working with a mentee. In addition, the career mentoring (school district or organization) project coordinators will provide each mentor with the necessary training and guidance particular to their school district or organization.

The manual is divided into four sections:

- The Mentor—This section gives information on how to be an effective career mentor. It suggests some helpful strategies to make the time spent with a mentee meaningful.
- The Mentee—As a mentor, you need to know what to expect from the youth you are mentoring. Research information on young girls and their development as adolescents is essential and will assist you in understanding a young mentee.
- The Workplace—The project goals include providing girls with professional and career-development information and assisting them in their pursuit of nontraditional and high-wage careers. This section gives you a brief synopsis of workforce background information, future workforce information, a gender-neutral language chart, and nontraditional/high-wage career information.
- Activities—This section suggests a few activities to help you as a mentor get started successfully.

THE MENTOR

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CAREER MENTORING

The Florida Department of Education has made a commitment to ensure that Florida youth become actively involved in education and training programs that lead to high-wage occupations.

To accomplish this goal, the educational system must provide young people with quality academic education, occupational training, and work-based experiences that meet the needs of business and industry. A work plan has been developed through the School-to-Work system to provide a career-mentoring program in nontraditional and high-wage occupations for young girls. **You, as a career mentor, are the catalyst.**

Why Nontraditional?

An occupation is classified as nontraditional when its work force consists of less than 25 percent women or men. Females make up more than 90 percent of the students in training programs for lower-paying jobs in cosmetology, secretarial work, and nurse assisting. Males account for over 90 percent of the students training in the higher-paying fields such as electrical technology, electronics, auto mechanics, carpentry, welding, and engine or appliance repair. (See Farmer and others, 1985, for additional information.)

A 1992 study by the U.S. Department of Education found that the average annual salary for high-school graduates was $18,194 for males as compared with $13,554 for females; persons with associate's degrees, $31,855 for males and $23,592 for females; and persons with bachelor's degrees, $38,115 for males and $30,000 for females. The fact that a male with an associate's degree earned over $8,000 more than the better-educated female with a bachelor's degree underscores other researchers' claims that occupational choice more than education determines a woman's pay. The Center for Research on Women at Wellesley College found that occupational segregation accounts for between 11 percent and 40 percent of the male-female wage gap.

Why Target Middle-School Girls?

At an early age, young children visualize and act out their preliminary career goals. Girls tend to narrow career choices into one of three categories: teaching, nurturing/caretaking, and clerical/secretarial. A result of culture-based stereotyping, girls select themselves out of high-wage career options. Boys are more apt to select courses in school according to their career goals, whereas girls tend to choose subjects that will please their parents or teachers.

Why Target Middle-School Girls?
(Continued)

Increasingly, educators advise early career counseling and planning for both genders. Elementary school is viewed as the prime level at which to begin career planning. The early adoption of career goals can motivate students before they disengage from learning or drop out of school. Research also indicates that young women with career goals are less likely to become pregnant while in school.

Girls are aware that fewer occupations are open to them than to boys, and they have lower expectations for their own success. When teachers and counselors talk to girls realistically about job opportunities, advancement, and wages, girls become much more interested in exploring nontraditional areas. To pursue a nontraditional career, a young woman needs evidence *that* she can—and *how* she can—succeed. First-person evidence is lacking in the school setting where females comprise less than 10 percent of all teachers in industrial, agricultural, and technical classes.

School-to-Work

Florida participates in a national initiative to provide a system that prepares all students for high-skill, high-wage careers, top-quality and career-related instruction, and preparation for postsecondary as well as lifelong learning. The School-to-Work Opportunities Act of 1994 provides resources and directions for this educational reform movement that is composed of (1) school-based learning, (2) work-based learning, and (3) connecting activities. The last of these ensures a connection between the skills and knowledge learned in the classroom and those used in the work site.

The School-to-Work system advocates the use of workplace mentors who can play key roles in successful partnerships between education and employers. There also may be school-site mentors who act as intermediaries among students, employers, workplace mentors, teachers, school administrators, parents, and others within the community.

PROJECT GOALS

Statewide

A work plan has been developed through the School-to-Work system to provide career mentoring programs in nontraditional occupations for young girls. Following are the four goals of the **statewide Career Mentoring Program for Middle- and Junior-High-School Girls:**

Goal 1: To increase the number of middle- and junior-high-school girls enrolling in education and training for nontraditional and/or high-wage careers offered through School-to-Work and related programs.

Goal 2: To provide a workplace program that enhances the roles mentors and other support relationships can play in professional and career development.

Goal 3: To provide training and support to prospective career mentors in order to establish a consistent, professional structure to the statewide effort.

Goal 4: To provide a consistent context for local educational agencies that wish to establish a mentoring program for their middle- and junior-high-school girls.

Local

Local project goals, which may vary from school to school or organization, will be discussed at your individual training session.

ROLE OF A CAREER MENTOR

What Is a Mentor?

Mentors are successful, motivated adults who serve as:

- ✔ Advisors
- ✔ Counselors
- ✔ Sponsors
- ✔ Role Models
- ✔ Tutors

A mentor encourages, listens, gives advice, and shares information and experience.

What Does a Career Mentor Do?

A **career mentor** offers support to a young person in an effort to guide that person along a fulfilling, self-directed **career path.** In the workplace, a career mentor can pass along the skills, knowledge, and professional attitude that the mentee needs to master. The career mentor also assists in guiding and challenging the mentee to perform well. **Career mentors provide an important link between the work site and the school.**

A career mentor

- represents a role model for the mentee,
- works with the mentee on a one-to-one or small-group basis,
- serves as a link to the work environment,
- helps relate the mentee's schoolwork to the demands of the workplace, and
- acts as a contact who is knowledgeable about or actively involved in a career in which the mentee is interested.

Opportunities are provided to the mentee so that school-based skills are connected to worksite needs.

Learning experiences should be offered to

- ✔ **familiarize the mentee with the work environment,**
- ✔ **increase the mentee's occupation-specific knowledge and skills, and**
- ✔ **relate classroom learning to worksite activity.**

BEING AN EFFECTIVE MENTOR

Mentors Make a Difference!

As a mentor, you will play a key role in helping your mentee realize the importance of a career choice based on abilities, interests, and talents.

Essential Qualities

The following qualities have been cited as important for any mentor to possess*:

- willingness to invest time and energy in the professional development of a student
- belief in the potential of young women to contribute to the work force
- some measure of experience, skill, advancement, recognition, or achievement in one's own occupation or career
- awareness of and confidence in one's style of interaction and work
- high standards and expectations for oneself and one's work colleagues
- enthusiasm and a sense of humor
- clear, effective communication skills, including the ability to express a point, defend a position, and confront "hard" issues without being judgmental

Strategies

Using the strategies listed below will help make the time you spend with a mentee mutually enjoyable and beneficial.

Personal Strategies**

1. Establish a rapport. Try to create an atmosphere that promotes acceptance and an exchange of ideas.
2. Suggest to the mentee the name and title by which you prefer to be called.
3. Learn the preferred name of your mentee and use her name in your meetings.
4. Be a good listener, be attentive, and paraphrase what you hear.

* Source: Adapted from the manual *Hand in Hand: Mentoring Young Women* by U.S. Department of Education, 1988.

** See the Activities section for activity ideas for you and your mentee.

Strategies
(Continued)

5. Give your mentee a chance to talk about herself. The better you know her as an individual, the better you will be able to work with her.
6. Share with your mentee how you got where you are.
7. Help the mentee relate what she is learning to her own needs and interests. If you see that something does not make sense to her, talk about it.
8. Give specific feedback on her ideas and behavior.
9. Give positive reinforcement whenever possible.
10. Try to be consistent.
11. Be honest with any praise.
12. Promote gender-neutral language.
13. Always establish the next meeting time and/or location with your mentee before you close each session.
14. End sessions with your mentee on a positive note.

Worksite Strategies

1. Let your co-workers know in advance when your mentee will be visiting the workplace so they can help her feel at ease.
2. Introduce the mentee to as many of your co-workers as possible.
3. Explain employee standards to the mentee. The mentee should follow the same codes.
4. Have short conversations about your work: for example, what you do, what your work is like, what the job-entry requirements are, what preparation is required, how your work feels, and how your work affects your personal life.

Workplace Guidelines

Establish Workplace Guidelines for Your Mentee

1. Decide (with your mentee) on the number and length of mentor/mentee contacts. Plan the dates and times in advance, at least for the first one or two weeks.
2. Agree on what is appropriate dress.
3. Agree on a procedure for notifying each other if either of you will be late or absent.

Workplace Guidelines
(Continued)

4. Set up a check-in procedure for your mentee to follow upon arrival.
5. If possible, provide a "home base" or workstation for your mentee.
6. Allow for breaks during visits that are longer than two hours.
7. Make clear how you feel about food, drinks, radios, and noise in your work area.
8. If appropriate, tell your mentee where she can and can't go within the workplace and why.
9. Make your mentee aware of both the formal and informal systems (for example, those for requesting appointments or attending meetings).

YOUR RESPONSIBILITY AS A MENTOR

Expectations and Limitations

1. **Make a commitment, and decide on the degree of your involvement.**

   Decide in advance how much time you are willing and able to give your mentee. Discuss this with the program coordinator. A mentor/mentee contract should be developed. At least one contact a week is advisable. You can contact your mentee in a variety of ways other than by a personal visit (for example: by letter, note, e-mail). These are all things that should be thought out beforehand and discussed with the program coordinator.

2. **Attend a mentor training or orientation session.**

   Familiarity with the goals and objectives of the Career Mentoring Program for Middle- and Junior-High-School Girls at the school or organization where you will be volunteering is essential. In order to explain what will be expected of you as a career mentor, the program coordinator will arrange for a training or orientation session for you and others who will be mentoring young girls. Completing an application form and filling out necessary paperwork should be done prior to your first meeting with your mentee. This is for your safety as well as that of the mentee.

3. **Learn the school's or organization's policies as they relate to career mentoring.**

4. **Learn the school site.**

   - Meet the school administrator.
   - Find out where to park.
   - Obtain the mentee's schedule.
   - Learn school hours and holiday schedules.
   - Learn sign-in and sign-out procedures.
   - Become familiar with school emergency procedures.
   - Learn school discipline policies and procedures.
   - Become familiar with the facility and the location established for meetings or work sessions with your mentee.

5. **Establish mentor/mentee communication guidelines.**

   It may be necessary at times to cancel scheduled meetings or visits. To prepare for such occasions, establish a communication mechanism with the mentee and school personnel. It means a lot to many mentees for the mentor to be present at the prearranged time and place. However, they will understand when cancellations arise if you discuss the possibilities beforehand.

Expectations and Limitations
(Continued)

6. Know emergency procedures and whom to contact in case of an emergency.

Don't hesitate to ask for help if you become aware of the following:

- The mentee is despondent.
- The mentee talks about harming herself or someone else.
- The mentee begins to act strangely or you suspect drug or alcohol use or abuse of any nature.

7. Discuss transportation.

Transportation is mentioned separately because of the liability involved. Before providing your assigned mentee with transportation, you must first check with the school district or organization regarding transportation policies. In the event that the school or organization with which you are volunteering approves the transportation of a mentee, you must have the required license and insurance coverage in effect on any motor vehicle that you operate while transporting the mentee. **The school district or organization must be notified and the necessary procedures followed *before* you transport a mentee.**

8. Demonstrate qualities of a successful mentor through:

A. Effective listening skills

'Listening is the supreme act of caring.

(1) Listen to what the mentee is saying. Establish eye contact.
(2) Avoid labeling or judging. It is important to hear what the mentee is saying and to be objective. Be aware of your personal values and feelings while listening to her, and try not to be judgmental.
(3) Maintain an appropriate emotional distance. In other words, **don't get too emotionally involved.**
(4) Avoid premature conclusions and interpretations. Don't mentally prepare your answers to a mentee's questions while she is talking. Withhold evaluation until the mentee is finished. Know what she is asking.
(5) Focus on the mentee when she is speaking. Do this with both verbal and nonverbal behaviors. Maintain eye contact. Present a "concerned" body posture.
(6) Be patient. Allow plenty of time. Don't interrupt. Watch for "doors" (openings in conversation, pauses). Ask yourself, "Why might she be pausing?" Silence is an effective learning tool.

Expectations and Limitations
(Continued)

(7) Use open-ended rather than close-ended (yes/no) questions.
For example, "I'll bet you're having some strong feelings?" would be better expressed as, "Can you tell me about some of your feelings?" or, "How do you feel about that?"
(8) Show that you are listening by repeating back what you heard the person say. Repeat the mentee's question either as a statement or a question. Repeat it in your own words.
(9) Understand that feelings are the common denominator in communication—adults "intellectualize" and kids "feel."
(10) Be yourself! Your skills will develop naturally as you work with your mentee. It takes practice to learn the skill of effective listening.

B. Body language

(1) Be positive and enthusiastic!!!
(2) Use eye-to-eye contact frequently. This personalizes communication.
(3) Smile often.
(4) Use whole-hand gestures. Pointed fingers indicate negativeness.
(5) Watch your voice intonation. Steer away from sarcasm or implied "put-downs."

C. Gender-neutral language*

Promote gender-neutral language. Help the student understand the positive impact of using gender-neutral language as opposed to the more conventional gender-biased terminology.

Masculine nouns and pronouns such as "mankind" and "he," while referring to both sexes, deny full participation of women. Occupational terms such as mailman, fireman, and policeman tend to deny the legitimacy of women in these fields. After centuries of the use of male references in print, men, and many women, visualize males even when reading gender-neutral language.

*See page 24 for a gender-neutral word exchange list.

Sources: Adapted from *Hand in Hand: Mentoring Young Women,* 1988; *Guide to Improved Equity in Decisionmaking,* 1993; and *The Handbook for Tutors and Mentors,* n.d.

THE MENTEE

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What Research Reveals

In 1990 the American Association of University Women (AAUW) conducted a national survey to explore the impact of gender on a girl's self-confidence, academic interests, and career goals. The results revealed some startling facts about how girls are treated in school and how they view themselves as a result.

According to the results of the AAUW survey, the educational system is not meeting the needs of girls. Schools must prepare both girls and boys for full and active roles in the family, the community, and the work force. The pattern of declining self-esteem, negative body image, and depression that begins in early adolescence does not disappear as girls mature. **Other gender-related research traces depression in twelfth-grade girls to changes they experienced earlier in adolescence and to the coping strategies they individually developed to deal with stressful events.**

A review of the following sampling of findings from the AAUW report may raise your awareness of the need for specific strategies, such as workplace mentoring for middle- and junior-high-school girls, in order to effect change.

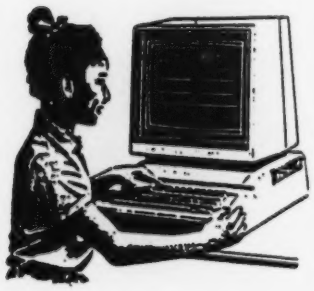
The findings reveal that:

- Girls receive significantly less attention than boys from classroom teachers. A study conducted by Myra and David Sadker illustrates this point. The study found that boys in elementary and middle school called out answers eight times more often than girls. When boys called out, teachers listened. But when girls called out, teachers told them, "Raise your hand if you want to speak." Even when the boys did not volunteer, teachers were found to encourage them to give an answer or an opinion more often than they encouraged girls.
- There is a tendency, beginning at the preschool level, for educators to choose classroom activities that appeal to boys' interests and to select presentation formats in which boys excel.
- African-American girls have fewer interactions with teachers than do white girls, despite evidence that they attempt to initiate interactions more frequently.
- The contributions and experiences of girls and women are still marginalized or ignored in many of the textbooks used in our nation's schools.

What Research Reveals
(Continued)

In twelve years of school, I never studied anything about myself.

—Twelfth-grade African-American girl, New York-area urban high school, March 1991



- Girls and boys with the same math SAT scores do not perform equally well in college—girls do better.
- Girls and boys who enjoy science and math consider themselves more important, like themselves more, and feel better about their schoolwork and family relationships. They also are more likely to hold professional career goals.
- Girls who are highly competent in math and science are much less likely to pursue scientific or technological careers than are their male classmates.
- Differences between girls and boys in math achievement are small and declining. Yet, in high school, girls are still less likely than boys to take the most advanced courses and be in the top-scoring math group.
- The gender gap in science is not decreasing and may, in fact, be increasing.
- Girls do not emerge from our schools with the same degree of confidence and self-esteem as boys. The loss of self-confidence in girls is twice that for boys as they move from childhood to adolescence. School plays a crucial role in challenging and changing gender-role expectations that undermine the self-confidence and achievement of girls.
- Gender differences show up in career plans. High-school girls with exceptional academic preparation in math and science are choosing math/science careers in disproportionately low numbers. One study reported that girls who went on to study engineering felt that teacher encouragement was a big factor; however, they also felt that counselors at times discouraged them.

By avoiding math, girls eliminate themselves from two-thirds of available jobs, the higher-paying ones. Taking higher-level math in high school is required for admission to college-level math, and taking eight or more math classes in college eliminates the gap between women's wages and men's.

It is important, then, for the mentor to explain the math, science, and language requirements for success in her field and ease any unrealistic fears the mentee may hold.

Source: AAUW Report, *How Schools Shortchange Girls*, 1992.

The Adolescent Learner (10 to 14 Years Old)

Avoid basing assumptions on a young adolescent's appearance or age. This is a time of rapid changes, and these changes occur at different rates and ages for each person. The information that follows is relative to the age group—**early adolescence (10 to 14 years old)**—with which you will be working. It will help to explain some of the behavior you observe and assist you in providing appropriate activities.

Cognitive Development

- **Thinking occurs in concrete terms**. What is real is happening in the present, not the future. Understanding is in literal terms. For example, if the mentor asks a young teen, "What brought you here today?" hoping to find out what help the mentee is seeking, the concrete thinker may answer, "The bus."
- **Young teens understand events or problems usually in terms of their own or another's direct experiences**. Hypothetical situations and possibilities are not meaningful to them.
- **"Egocentrism" is at its peak**. This has two aspects:
  - — The "imaginary audience." Young teens assume that they are "on stage" and always the focus of attention. They assume that everyone else is as concerned about their behavior and appearance as they themselves are. This can lead to extreme self-consciousness, which may make it difficult for a teen to do anything that might be viewed as different from what others are doing. The very definition of "nontraditional" implies a difference from others. The mentor should speak frankly with the mentee about the benefits and liabilities of being different in the workplace and share how she has coped.
  - — The "personal fable." Young teens often feel special or unique. They may thus feel that no one can possibly understand them, and they may also begin to engage in risk-taking behavior.
- **The ability to think abstractly may begin at the end of this period.**

The Adolescent Learner (10 to 14 Years Old)
(Continued)

Psychosocial Development

- Independence/Identity Development
  - — Teens become less interested in their parents' activities.
  - — As teens become more independent of their family, nothing is there as yet to take its place. For some, behavioral problems can result.
  - — Teens may exhibit mood swings and impulsive, risk-taking behavior.
- Changes in Body Image
  - — Teens at this age are preoccupied with how they are developing physically and are particularly concerned with how their own body compares with those of their friends.
  - — They are very self-involved. Anxiety about their appearance may lead to their spending a lot of time in front of a mirror.
  - — They feel a need for greater privacy.
- Peer Relationships
  - — Their concern with the peer group's values and codes of behavior increases.
  - — They have same-sex heroes (it may be a good idea to match mentor and mentee by gender).
  - — They travel in groups.
  - — They feel a great concern for what peers think.

Source: Adapted from *Mentoring Manual: A Guide to Program Development and Implementation*, 1990.

THE WORKPLACE

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WOMEN, EDUCATION, AND WORK

The following facts are based on information compiled from *Women in the Workforce*, a July 1995 publication of the U.S. Department of Labor:

- Women today are more likely to work outside the home and spend more time at work than women did previously.
- The more education a woman has, the greater the likelihood she will work and the less the likelihood that she will experience unemployment.
- Advanced education generally translates into increased earnings, although earning differences between women and men are evident at each educational level.
- Women who completed high school earned an average of 73 percent as much as their male counterparts.
- Women with four-year college degrees earned 77 percent as much as men with similar college degrees.
- **Women ages 20 to 24 earned 95 percent as much as men in the same age group**. This finding of near parity in salaries could be attributed to the fact that, as new entrants to the work force, these younger women workers are benefiting from more equitable hiring practices.
- Women in the 35 to 44 age group earned only 73 percent as much as men in the same age group.
- Women ages 45 to 54 earned about two-thirds as much as their male counterparts.
- In 1994, white males who worked full-time at wage and salary jobs earned the most of any group, followed by white women and black men. Black women and Hispanic men and women had the lowest earnings.
- Females continue to be underrepresented in science-related employment. In 1994, females represented only 35 percent of all scientists.
- Women are disproportionately employed in part-time jobs. However, women who did work part-time in 1994 actually earned more per hour than men in part-time jobs did—$5.83 as compared with $5.24.
- Women will comprise 47 percent of the labor force by the year 2005.

Working Mothers

- Families maintained by women (more than 8 million) now account for about 25 percent of all families with children.
- Women with school-age children are more likely than those with younger children to work both full-time and year-round outside of the home.
- Among mothers, 76 percent of those with children ages 6 to 17 (but none younger) were in the labor force in 1994.
- Sixty percent of mothers with children under 6 were in the labor force in 1994.
- Women have been increasing their presence in labor unions. In 1994, 6.6 million women were union members, up from 5.8 million in 1984.
- Women who are labor-union members earn more than those who are not members—median weekly earnings of $522 (union) versus $377 (nonunion) in 1994.
- More and more women are choosing to work year-round. Taking time out for children has become less common.

Source: Bureau of Labor Statistics Report 892, *Women in the Workforce,* 1995.

NONTRADITIONAL OCCUPATIONAL INFORMATION

WHICH OCCUPATIONS ARE NONTRADITIONAL FOR WOMEN? The U.S. Department of Labor defines nontraditional occupations (NTOs) as **jobs in which women make up less than 25 percent of the total number of workers in that occupation**. Women are concentrated in only 22 of the 440 occupational categories classified by the Bureau of Labor Statistics. The following list is a sampling of nontraditional occupations for women:

PROFESSIONS
Aerospace Engineer
Agricultural Engineer
Announcer
Archeologist
Architect
Astronomer
Banking Officer
Biologist
Chemist
Chiropractor
City Manager
Commission Salesperson
Congressional Representative
Dentist
Diplomat
Engineer
Environmental Specialist
Film Director
Food Scientist
Foreign Service Officer
Funeral Director
Geographer
Geologist
Health Service Administrator
Hospital Administrator
Industrial Chemist
Judge
Lawyer
Marketing Researcher
Mathematician
Meteorologist
Oceanographer
Physician
Physicist
Podiatrist
Political Scientist
President of the United States
Ranger Manager
Rehabilitation Counselor
Religious Leader
Sportswriter
Supermarket Manager
Supreme Court Justice
Surveyor
Television Director
Weatherperson

PUBLIC-SERVICE JOBS
Ambulance Driver
Detective
Fire Fighter
Guard, Security
Police Officer

TECHNICAL JOBS
Air-Conditioning Mechanic
Airline Mechanic
Airline Pilot
Air-Traffic Controller
Appliance Repairer
Audio Engineer (TV and Radio)
Automobile Mechanic
Business-Machine Repairer
Computer Repairer
Diesel Mechanic
Drafter
EKG and EEG Technician
Electronics Technician
Film-Set Designer
Film Soundperson
Forestry Technician
Gem Setter
Locksmith
Motorcycle Mechanic
Operating-Room Technician
Press Photographer
Radio-Repair Technician
Telephone Installer
Television-Lighting Director
Television Repairer
Watch Repairer

SKILLED TRADES/ APPRENTICESHIPS
Bricklayer
Building Inspector
Bulldozer Operator
Carpenter
Cement Mason
Electrician
Meat Cutter
Painter
Plumber
Printer
Roofer
Sheetmetal Worker
Stonemason

Source: *Nontraditional Occupational Information.*

GENDER-NEUTRAL LANGUAGE

Word Exchange	**Biased**	**Nonbiased**
	businessman	businessperson, business manager or executive
	chairman	chairperson, leader
	congressman	member of Congress, congressional representative
	craftsman	craft worker
	fireman	fire fighter
	foreman	supervisor, manager
	freshman	first-year student
	housewife	homemaker
	ladylike	well mannered
	mailman	mail carrier
	man-hours	staff hours, working hours
	mankind	humanity
	man-made	synthetic, artificial
	manpower	skilled labor, labor force
	man-sized job	big or enormous job
	policeman	police officer
	repairman	repairer
	spokesman	spokesperson, speaker
	sportsmanship	sense of fair play
	stewardess	flight attendant
	workman	worker
	workman's compensation	worker's compensation

Source: Adapted from *Wisconsin Model for Sex Equity*, 1990.

Top Jobs

The top five jobs in four categories—money, independence, fast track, and security—are listed below. These are jobs that (a) pay the most in salary, (b) allow the greatest independence, (c) offer rapid advancement, and (d) promise maximal job security.

1. **Five for the Money**

   Getting one of these top-paying jobs requires years of specialized education. Salaries reflect approximately 10 years of experience. In the next 10 years, U.S. corporations will need another 447,000 computer engineers. Their salaries will place them in the top 6 percent of all U.S. full-time wage earners.

   - Physician/Surgeon ($156,000/$200,000)
   - Airline Pilot ($95,794)
   - Computer Engineer ($70,000)
   - Management Consultant ($60,000)
   - Lawyer ($58,000)

2. **Five for the Independence**

   These careers have the greatest need for high-quality professionals. Workers for these jobs will be in great demand.

   - Computer Engineer
   - Systems Analyst
   - Psychologist
   - Clinical Social Worker
   - Marketing, Advertising, Public-Relations Manager

3. **Five for the Fast Track**

   For building careers in a hurry, these are the fastest growing jobs over the next five years.

   - Computer Engineer
   - Systems Analyst
   - Physical Therapist
   - Radiological Technologist or Technician
   - Speech Pathologist/Audiologist

4. Five for the Security

These jobs have ranked high for satisfaction, pay, and growth on every *Money* job survey since 1992.

- Systems Analyst
- Physical Therapist
- Psychologist
- Management Consultant
- Registered Nurse

Source: Web site—http://nnn.george taum.edu/student, 1996.

ACTIVITIES

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"So You Want to Be a Career Mentor"
SUGGESTIONS FOR WHAT TO SAY

Here is some information to consider sharing with students about yourself and your job.

WHAT YOU NEED TO DO
- job description
- major tasks, subtasks
- equipment or tools you use
- description of your typical day

WHAT YOUR WORK IS LIKE
- working hours
- salary range for this type of occupation
- fringe benefits (health insurance, retirement, credit unions, etc.)
- working environment (noise, hazards, lighting, indoor/outdoor travel, special clothing, etc.)
- history of this kind of work
- goods or services that you produce or provide
- interdependence of your jobs and other jobs/products/industries
- other places in the community where your kind of work is done
- government regulations affecting your work

THE FUTURE IN IT
- degree of opportunity for women and men regardless of race
- opportunities for advancement
- employment projections; effects of technology and new knowledge on your work
- effects of the country's economic condition on your job
- hints you would give someone applying for your job
- your job as a lifetime career or a stepping stone
- other jobs you could do with these same skills

JOB ENTRY
- the way you got started in this job
- other jobs you have held
- personal qualities needed
- skills you already had that you use now and how you acquired them
- your recommendations to others for acquiring these same skills

HOW IT FEELS
- what you like and dislike about the job
- what you would change if you could
- what avenues are available to you for making suggestions on the job
- what you would rather do (if you're not satisfied)
- which interpersonal skills you find most important and why
- underlying attitudes and values are important to your job
- why you chose this type of work (with machines instead of people, for example)

HOW IT AFFECTS YOUR PERSONAL LIFE
- family time
- leisure time
- job-related skills you use elsewhere
- tension-fatigue vs. stimulation-fulfillment-increase in energy
- expanding interests
- adequate exercise
- general health

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Source: *Mentoring Manual: A Guide to Program Development and Implementation*, 1990.

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"Let Me Introduce Myself"

Hello, my name is _____. I prefer to be called_____.

I work at _____. My job title is_____.

My supervisor is_____.

My work address is _____.

City _____, Florida, Zip Code _____.

About My Career or Job

My job requires me to _____

_____

_____.

These are the things I like about my job:_____

_____

These are the things I don't like about my job:_____

_____

I would now like to tell you why I chose this career or job and how I got where I am today:

_____

_____

_____

_____

_____

_____

_____

_____

The reason I would like to be your career mentor is _____

_____.

Now, it's your turn to tell me about you!

Adapted from the *Mentor Handbook*, n.d.

"Getting to Know Me"

My name is _____. I prefer to be called _____.

I am in the _____ grade and my birthday is _____. I am _____ years old.

My school is _____.

My school's address is _____.

My favorite school subject is _____.

My favorite thing to do at school is _____.

My favorite thing to do after school is _____.

Someone I admire is _____.

The thing I like best about myself is _____.

The careers or jobs I might like to consider are _____

_____.

I want to consider the career(s) or job(s) I listed above because _____

_____.

Please write down any questions or topics you would like to discuss with me, **your mentor**.

_____

_____

_____

Thank you for telling me about yourself.

Your Mentor, _____

Adapted from *The Handbook for Tutors and Mentors*, n.d.

Career Mentor Volunteer Checklist

Use this checklist as a guide to essential information that career mentors need.

_____ Have placed an application form on file with the program coordinator.

_____ Have filled out a mentor contract or a form indicating degree of involvement.

_____ Attended training or orientation sessions for mentors.

_____ Have been provided with a **Mentor's Manual.**

_____ Know the career-mentoring program goals.

_____ Met the school administrator.

_____ Know the hours of operation of the school.

_____ Know where to report to volunteer.

_____ Know that all volunteers are to sign in and the location of the sign-in sheet.

_____ Have a specific area assigned to me when I visit my mentee.

_____ Am familiar with the school safety rules.

_____ Know exactly what to do in the event of an emergency at the school site or at the work site.

_____ Have been provided with the names and phone numbers of the program coordinator, the school administrator, or the contact person in the event of an emergency.

_____ Know the discipline policy at my assigned school.

_____ Know who to contact as questions arise regarding the program or the mentee.

_____ Understand the transportation policy of the school or organization with which I am volunteering.

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